

Date	November 2025
Ratified	24.11.25
Review date	November 2026



'...act justly, love mercy and walk humbly with your God' Micah 6:8(b)

Elsworth CE (A) Primary School

SEND and Inclusion Policy

November 2025

Introduction

At Elsworth Church of England (VA) Primary School all children enjoy learning together. Some children will present with Special Educational Needs and or Disabilities (SEND).

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.” (DfE COP2015)
They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on your ability to carry out normal daily activities.

There are four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, Mental & Emotional Health
- Sensory and/or Physical development.

In this policy we detail how we aim to make provision for all such children at Elsworth CofE Primary School.

Aims and Objectives

- To work in partnership with children and their families to identify and support all children with special educational needs
- to create an environment, which may include reasonable adjustments, that meet the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and addressed;
- to clarify the expectations of all partners involved;
- to outline the roles and responsibilities of staff in providing for children’s special educational needs;
- to make reasonable adjustments to enable all children, as far as possible, to have full access to all elements of the school curriculum.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- learn in different ways;
- acquire, assimilate and communicate information at different rates;
- respond to a range of different teaching approaches and experiences.

Teachers

Teachers provide high quality teaching and an inclusive learning environment to meet the needs of all pupils. They use the Ordinarily Available Provision Toolkit to assist them with meeting all needs. They plan and support individuals and/or groups enabling them to participate more effectively in curriculum and assessment activities.

- They assess, plan, implement and review learning plans for pupils with special educational needs working in collaboration with parents;
- they write pupil profiles alongside pupils and share these with the staff team to ensure all understand what helps/hinders a child's progress;
- they meet with parents working with them to discuss the needs of pupils with special needs and share progress;
- they provide and discuss information about a pupil including parental views with the SENDCo and seek guidance and support when needed;
- they plan and collaborate with teaching assistants supporting them in their work with pupils;

Teachers respond to pupils' needs by:

- providing support for pupils who need help with communication and language;
- planning to develop pupil's understanding through the use of all available senses and experiences;
- planning for pupils' full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- creating an engaging and inclusive environment and helping all children to feel safe and valued.
- helping children to maintain attention and focus using a range of strategies including concentration aids and brain breaks.

Support staff assist teachers in responding to children's needs by:

- Under the direction of teachers carry out the assessment of needs and contribute to the planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives;
- assisting children in class to maintain focus, during whole class learning.

Roles and Responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCo, who co-ordinates SEND provision throughout the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues.

In this school the appointed SENDCo is Miss Barker.

The Special Educational Needs Co-ordinator (SENDCO):

- manages the day-to-day operation of this policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEND register;

- contributes to and manages the record keeping of all children with special educational needs;
- oversees the school-based assessments and the completion of documentation required by outside agencies and the Local Authority;
- acts as the link with external agencies and other support agencies;
- links with parents, alongside the class teacher(s);
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- monitors and evaluates the special educational needs provision and shares this information with the SEND governor.
- manages a range of resources, human and material, linked to children with special educational needs.

The Role of the Governing Body

The Governing Body ensures that the school is implementing the requirements laid out in the SEND Code of Practice (2015). Working within available resources, the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governing Body oversees the allocation of resources to meet the needs of children with special educational needs or disabilities.

The governors ensure that all teachers are aware of the importance of meeting the needs of all children including those with SEND.

The Governing Body has agreed that children with special educational needs will be admitted to the school in line with the Cambridgeshire County Council agreed admissions policy

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans (EHCPs).

The Headteacher and SENDCo work together with staff to allocate funds directly related to needs and this is linked to the school improvement plan.

Assessment

Early identification of special educational needs is vital. The class teacher discusses arising needs with parents at the earliest opportunity to establish whether the same needs are seen within different settings.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.

The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

SEND support

Elsworth CofE Primary School acknowledges that pupils that make slow progress and/or have low attainment do not necessarily have SEND. There are many factors that impact on progress and therefore it will not automatically lead to a pupil being recorded as such. In addition, we acknowledge that progress in line with chronological age data does not mean that there are no learning difficulties or disability.

The impact of issues linked to social emotional and mental health (SEMH) such as bereavement, bullying or significant illness can impact on a pupil's wider educational development and progress. Teachers should monitor closely any changes and alert the SENDCo to potential learning difficulties. Where appropriate these should be discussed with Mrs Bennett where appropriate and provisions, for example social skills group, counselling or other wellbeing support, can be put in place in consultation with parents/carers and the pupil. If school avoidance starts to manifest, Elsworth follows the Cambridgeshire Local Authority Emotional Based School Avoidance (EBSA) Guidance and Flowchart.

The SEND process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows cycles of **ASSESS – PLAN – DO – REVIEW (APDR)**

The school uses the following graduated approach to respond to children's special educational needs:

1. Universal Provision

All pupils have access to high quality teaching. In class, reasonable adjustments are made to meet the needs of pupils. This includes the use of different resources (e.g. triangular pencils, concentration aids, coloured paper, word banks, hearing loops etc.) **Not all children who have a diagnosis require specialised support. Most children's needs will be met through our high-quality teaching and inclusive classroom practises.**

2. Targeted Support (short-term)

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENDCo. The teaching and learning that these children receive will be carefully checked and the children may be offered some additional support or short-term intervention. Their progress will be closely monitored and recorded on the School Provision Map (examples of intervention can be seen on the information report).

3. Targeted Support (longer term)

Where there is continued concern that 'everyday' high quality teaching and group intervention is not enough to support a child's needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that further provision is required, specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. The provision continues to be recorded on the School Provision Map and the child's progress is carefully monitored. These children may be seen to have:

- shown little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shown signs of difficulty in developing English or mathematical skills, which result in poor attainment in some curriculum areas;
- presented persistent emotional or behavioural difficulties, which are not met by the behaviour management techniques/ therapeutic approaches usually employed in the school;
- sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment and approaches;
- communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum;

At this stage the school may decide that it would be helpful to involve professionals from an external agency e.g. Specialist Teachers, Speech and Language Therapists and Educational Psychologists. Pupils will probably need a more individual intervention programme. Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's APDR and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example Educational Psychologists may be required for this. The SENDCo will liaise with the Educational Psychologist and other professionals making sure that the advice and support given to both parents and colleagues is understood and appropriate.

The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the APDR continues to be the responsibility of the class teacher. **These targets are reviewed and adapted every six weeks but if it is clear that an approach is not working, they will be adjusted quickly.**

4. Specialised Support

Where a child's needs are significant and there is little progress, despite following interventions and support from professional agencies the decision may be taken to request an Education, Health and Care Needs Assessment which may result in a child receiving an Education, Health and Care Plan. Parents and carers are central in the process and have the opportunity to contribute to the reports.

Partnership with parents

Our School Information Report can be found on the school website

<https://elsworthprimary.org/special-educational-needs/>

A named governor takes a special interest in SEND and overseeing the work of the school in this particular area.

At all stages of the special needs process, the school keeps parents fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents at all stages. We encourage parents to make an active contribution to their child's education.

At the start of each year, the class teacher will arrange a meeting early in the term with parents of children on the SEND register. This is an opportunity to establish a positive relationship and share any concerns parents may have. There will be other regular meetings throughout the year to share progress with children and their parents/carers. We know that collaboration with parents leads to the best outcomes for children.

Complaints about SEND provision

We aim for a close working partnership with parents. Should a parent be concerned about any aspect of their child's education, we ask them firstly to approach the school. In the first instance these concerns should be shared with the class teacher. If the problem is not resolved, contact the SENDCo before discussion with the Headteacher. If a resolution is not achieved, parents will be referred to the school's complaints policy. In the unlikely instance of the matter not being resolved, parents may wish to seek further advice and support. SENDIASS (special educational needs and disability information advice and support service) is a free, statutory service that provides information, advice and support to parents/carers.

Monitoring and evaluation

The Headteacher and SENDCo monitor the impact and effectiveness of provision. They do this through:

- Maintaining accurate up to date records (kept by SENDCo and other staff)
- Monitoring classroom practise
- Analysing pupil data through the school tracking data and assessment system
- Monitoring the effectiveness of interventions

Where needed, updates and training are shared with staff through staff meetings and individual meetings.

The SENDCo

- reviews the school provision map.
- supports class teachers to draw up their provision maps and Learning Plans (APDRs) for individual children.

The named governor with responsibility for special needs is kept informed of all developments. The governing body reviews implementation of the policy regularly. The Headteacher has overall responsibility for the teaching and learning of all pupils, including those with SEND.

Class teachers meet with the Headteacher at Pupil Progress meetings each term, reviewing the progress of all pupils including those with SEND – relevant information and actions are communicated to the SENDCo.

Storing and Managing Information

All paper documentation and reports linked to a child on the SEND register is securely stored by the SENDCo in a locked cupboard. E-documents and other files are attached to individual pupil profiles on the staff server. Copies of all relevant reports and documents are given to a child's new setting or school during transition. All documentation is stored in school for a period of time and shredded when they are no longer needed.

SENDCo: Miss Barker
Appointed Governor: Mrs Jill Newton and Mrs Jenny Fordham

Policy Review and Approval

This policy will be reviewed in line with the school's policy review programme.

SENDCo: Date:

Headteacher: Date: